



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5001 W. Dobbins Road, Laveen, AZ 85339

Laveen Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Jessica Webb
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.laveeneld.org
 Phone Number : (602) 237-9100
 Fax Number : (602) 237-9135
 E-mail : jwebb@laveeneld.org

Mission

The Laveen Elementary School mission is to meet the needs of each child by providing a safe, educational environment in which students will perform at their highest level. Laveen School is committed to fostering a positive relationship between school and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students at Laveen Elementary School will receive standards based instruction that will raise their current level of proficiency in math as measured by AIMS DPA.
- ü We will maintain focus on reading instruction and assessment aligned to state standards. Consequently students' proficiency in reading as measured by the District and state assessments, AIMS Web assessment and AIMS DPA.
- ü Identify core strategies, techniques, and best practices that all teachers will use so that all students will be provided a foundation of learning opportunities that are research based and consistent.
- ü A system of assessments will be implemented to provide periodic diagnosis that allows teachers to design and institute appropriate instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 724
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü After School Academic Enrichment Grades
- Ü At-risk and Special Education Preschool
- Ü ESL Support Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

The school assumes the responsibility of providing quality educational experiences for our students and maintaining a safe learning environment for all. The school will clearly communicate information regarding school matters in a timely manner.

Parents

The Laveen parents are responsible for sending their children prepared to participate in class, encouraging their students to learn, participating in school functions, and developing open communication with teachers and administration.

Transportation Policy

The Laveen School District provides transportation to students living outside a mile radius of the school, students with special needs, and students participating in after school activities or field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Improving Literacy Through School Libraries	2004
Ü Community Service Project Grant	2004
Ü Arizona Commission on the Arts Grants	2002
Ü Comprehensive School Reform Demonstration Grant	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	353	80010	99	99	99	420	420	447	24	21	10	28	28	18	42	45	53	6	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	174	38935	98	99	99	427	419	447	17	19	9	32	34	19	44	41	55	7	6	17
Male	51	178	40974	100	99	98	413	421	448	31	22	11	24	23	18	39	49	52	6	6	19
African American	15	56	4201	94	95	99	401	393	430	40	43	17	40	38	23	20	20	51	NA	NA	9
Hispanic	52	207	34545	100	100	99	415	421	432	25	18	14	25	27	24	46	50	53	4	4	9
Asian/Pacific Islander	NC	14	2068	NC	100	99	NC	463	474	NC	7	4	NC	7	10	NC	64	50	NC	21	36
American Indian/Alaskan Native	26	31	3979	96	97	96	416	418	424	19	19	17	38	35	30	38	39	47	4	6	6
White	14	44	35142	100	100	99	451	437	465	14	9	5	14	25	11	50	52	56	21	14	28
Students with Disabilities	18	59	10161	100	98	93	393	401	419	44	36	28	33	34	28	22	27	36	NA	3	8
Students without Disabilities	92	294	69849	99	100	100	425	423	451	20	18	7	27	27	17	46	49	56	8	6	19
Limited English Proficient Students	14	81	14013	100	100	97	397	406	413	43	32	24	21	30	34	36	38	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	74	260	39029	99	99	98	416	417	432	23	23	14	28	28	25	47	45	52	1	4	9
Non-Economically Disadvantaged	36	93	40981	100	100	100	430	427	462	25	16	6	28	30	13	31	44	54	17	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	352	79438	99	99	98	421	418	451	21	22	9	39	41	24	37	34	56	3	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	173	38775	98	98	99	431	424	457	12	16	7	39	44	22	46	36	58	3	3	13
Male	51	178	40560	100	99	97	411	413	446	31	28	12	39	39	25	27	33	54	2	1	9
African American	15	56	4178	94	95	98	407	399	439	20	30	13	53	48	29	27	20	52	NA	2	6
Hispanic	52	207	34297	100	100	98	416	417	434	25	23	14	37	41	31	37	34	50	2	2	5
Asian/Pacific Islander	NC	14	2063	NC	100	99	NC	463	475	NC	7	3	NC	29	15	NC	57	63	NC	7	20
American Indian/Alaskan Native	26	31	3940	96	97	95	418	420	429	19	19	14	42	42	36	35	35	47	4	3	3
White	14	43	34887	100	98	98	448	432	471	14	14	4	29	40	15	57	47	63	NA	NA	18
Students with Disabilities	18	59	9588	100	98	88	399	391	416	33	47	30	33	27	32	33	22	34	NA	3	5
Students without Disabilities	92	293	69850	99	99	100	425	423	456	18	17	7	40	44	23	38	37	59	3	2	12
Limited English Proficient Students	14	81	13856	100	100	96	386	395	407	43	35	27	43	54	43	14	11	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	74	259	38685	99	98	97	419	414	435	20	24	14	41	43	32	38	31	50	1	2	5
Non-Economically Disadvantaged	36	93	40753	100	100	99	426	429	467	22	16	5	36	38	16	36	44	62	6	2	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	345	79971	97	97	99	369	373	423	19	20	8	63	56	41	18	22	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	173	38974	98	98	99	388	394	437	14	12	5	64	55	33	20	30	57	2	2	4
Male	49	171	40895	96	96	98	347	353	410	24	28	10	61	57	47	14	15	41	NA	NA	2
African American	15	54	4203	94	92	99	379	358	411	7	20	11	80	74	45	13	4	43	NA	2	2
Hispanic	50	202	34481	98	98	99	364	376	410	24	21	10	56	50	46	20	28	43	NA	1	1
Asian/Pacific Islander	NC	13	2067	NC	93	99	NC	395	449	NC	23	4	NC	38	28	NC	38	60	NC	NA	8
American Indian/Alaskan Native	27	32	3995	100	100	96	364	364	409	19	19	10	67	63	47	15	19	42	NA	NA	1
White	14	43	35150	100	98	99	379	379	437	14	16	5	64	63	35	14	19	56	7	2	5
Students with Disabilities	18	59	10258	100	98	94	289	317	377	44	41	23	39	44	51	17	12	25	NA	3	1
Students without Disabilities	90	286	69713	97	97	100	382	383	429	13	16	5	68	59	39	18	24	52	1	1	3
Limited English Proficient Students	14	81	13985	100	100	97	343	354	382	36	31	18	57	49	54	7	20	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	72	253	38994	96	96	98	371	373	409	15	21	10	68	57	47	17	22	41	NA	1	1
Non-Economically Disadvantaged	36	92	40977	100	100	100	364	374	437	25	20	5	53	55	34	19	24	56	3	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	337	80147	100	100	99	455	453	482	22	23	11	22	24	17	48	44	49	8	9	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	161	39281	100	100	99	465	457	483	15	22	9	19	24	17	59	44	50	7	11	24
Male	60	176	40780	100	99	98	445	449	482	28	24	12	25	24	17	38	43	48	8	8	24
African American	25	68	4249	100	100	99	429	429	464	40	40	17	24	28	22	32	29	48	4	3	13
Hispanic	43	167	33494	100	99	99	467	455	466	14	22	15	16	23	23	63	47	49	7	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	478	515	NC	15	4	NC	8	8	NC	54	44	NC	23	45
American Indian/Alaskan Native	24	32	4117	100	100	96	438	436	456	25	28	19	42	34	27	29	34	46	4	3	8
White	20	57	36122	100	100	99	474	476	501	15	7	5	10	21	10	60	53	50	15	19	35
Students with Disabilities	18	44	10295	95	98	92	400	396	443	72	70	33	11	16	26	17	14	33	NA	NA	8
Students without Disabilities	96	293	69852	100	100	100	464	460	488	13	16	7	24	25	16	54	48	51	9	11	26
Limited English Proficient Students	10	57	12722	100	100	97	NA	432	441	NA	37	27	NA	30	33	NA	33	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	80	254	38371	99	99	97	453	446	465	23	26	15	25	27	23	45	40	49	8	6	13
Non-Economically Disadvantaged	34	83	41776	100	100	100	458	474	498	21	13	6	15	14	11	56	54	49	9	18	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	337	79686	100	100	98	447	441	470	19	24	11	32	35	24	47	39	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	161	39163	100	100	99	459	448	475	11	19	9	33	37	22	54	42	60	2	3	10
Male	60	176	40438	100	99	97	436	433	465	27	29	13	32	34	25	42	36	54	NA	1	7
African American	25	68	4228	100	100	98	425	425	458	32	35	15	28	29	28	40	35	53	NA	NA	4
Hispanic	43	167	33299	100	99	99	451	437	452	12	25	17	40	39	32	49	36	47	NA	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	453	490	NC	23	5	NC	31	13	NC	38	68	NC	8	14
American Indian/Alaskan Native	24	32	4087	100	100	96	434	430	446	25	25	16	50	50	38	25	25	44	NA	NA	2
White	20	57	35914	100	100	98	478	473	489	15	9	5	5	25	15	75	58	67	5	9	14
Students with Disabilities	18	44	9808	95	98	87	394	391	432	67	68	35	17	20	32	17	11	30	NA	NA	3
Students without Disabilities	96	293	69878	100	100	100	456	447	475	10	17	8	35	38	23	53	43	61	1	2	9
Limited English Proficient Students	10	57	12594	100	100	96	NA	413	422	NA	44	34	NA	46	45	NA	11	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	80	254	38095	99	99	97	442	433	452	21	28	17	35	38	32	44	34	48	NA	0	3
Non-Economically Disadvantaged	34	83	41591	100	100	99	460	463	486	15	13	6	26	28	16	56	52	65	3	7	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	336	80372	100	99	99	444	446	475	12	8	4	44	51	30	43	41	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	161	39452	100	100	99	464	463	488	6	4	3	35	43	22	57	53	72	2	1	3
Male	59	175	40836	98	98	98	426	429	464	17	12	6	53	58	37	31	30	56	NA	NA	1
African American	25	69	4264	100	100	99	406	429	465	24	14	5	56	57	35	20	29	59	NA	NA	1
Hispanic	43	167	33608	100	99	99	460	446	462	7	7	6	44	53	36	49	40	57	NA	NA	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	463	500	NC	NA	2	NC	54	16	NC	46	75	NC	NA	7
American Indian/Alaskan Native	23	30	4128	96	94	97	430	436	464	13	10	4	48	50	39	39	40	56	NA	NA	1
White	20	57	36213	100	100	99	469	467	489	5	4	2	25	35	22	65	60	72	5	2	3
Students with Disabilities	17	43	10526	89	96	94	378	379	427	41	33	15	29	47	53	29	21	31	NA	NA	1
Students without Disabilities	96	293	69846	100	100	100	455	455	482	6	4	3	47	51	26	46	44	69	1	0	2
Limited English Proficient Students	10	57	12747	100	100	97	NA	415	432	NA	16	12	NA	65	52	NA	19	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	79	254	38521	98	99	98	443	443	461	11	8	6	44	52	38	44	39	55	NA	NA	1
Non-Economically Disadvantaged	34	82	41851	100	100	100	446	453	489	12	7	3	44	45	22	41	46	72	3	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	335	79306	100	100	99	510	487	504	16	19	13	16	31	20	45	39	49	22	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	167	38845	100	100	99	519	493	505	4	12	11	22	33	20	46	43	50	28	13	18
Male	56	168	40383	100	100	98	502	482	504	29	26	14	11	30	19	45	36	47	16	9	19
African American	18	73	4171	100	100	98	486	474	485	11	25	20	44	38	26	33	32	44	11	5	10
Hispanic	45	166	32673	100	100	99	508	481	487	9	17	18	18	36	25	60	42	46	13	5	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	532	539	NC	NA	5	NC	35	10	NC	29	46	NC	35	40
American Indian/Alaskan Native	19	27	4034	100	100	97	488	489	479	32	26	22	5	7	29	53	56	43	11	11	7
White	25	52	36234	100	100	99	531	512	523	24	17	6	4	19	13	28	37	52	44	27	28
Students with Disabilities	19	44	10286	100	100	91	458	449	462	63	59	41	11	20	27	11	14	27	16	7	5
Students without Disabilities	91	291	69020	100	100	100	520	493	510	7	13	9	18	33	18	53	43	52	23	11	21
Limited English Proficient Students	NC	48	10291	NC	100	96	NC	450	458	NC	38	38	NC	44	34	NC	19	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	67	239	37437	100	100	97	499	480	486	18	21	19	18	34	26	54	39	46	10	6	9
Non-Economically Disadvantaged	43	96	41869	100	100	100	527	506	521	14	14	7	14	24	14	33	40	51	40	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	332	79000	100	100	98	483	471	489	14	19	10	20	27	24	62	51	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	166	38774	100	100	99	489	477	494	6	11	7	20	28	22	72	57	61	2	4	10
Male	55	166	40150	100	100	98	477	464	485	22	26	12	20	27	25	53	46	55	5	2	8
African American	18	73	4153	100	100	98	473	464	476	11	19	13	33	37	30	50	41	53	6	3	4
Hispanic	45	164	32508	100	100	98	482	466	472	16	23	15	22	29	33	60	46	49	2	2	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	496	510	NC	NA	4	NC	29	14	NC	65	67	NC	6	16
American Indian/Alaskan Native	19	27	4016	100	100	96	471	470	467	11	15	14	26	22	37	63	63	46	NA	NA	2
White	24	51	36135	100	100	98	495	486	508	17	12	4	4	12	14	71	73	67	8	4	15
Students with Disabilities	18	42	9991	100	100	88	442	435	449	44	43	33	28	33	36	28	24	29	NA	NA	2
Students without Disabilities	91	290	69009	100	100	100	490	475	495	8	15	6	19	27	22	69	55	62	4	3	10
Limited English Proficient Students	NC	47	10199	NC	100	95	NC	428	439	NC	53	35	NC	38	47	NC	9	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	67	238	37234	100	100	97	478	466	472	16	21	15	24	30	33	57	46	50	3	3	3
Non-Economically Disadvantaged	42	94	41766	100	100	99	491	483	505	10	13	5	14	20	16	71	64	65	5	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	334	79611	100	100	99	481	465	496	13	14	7	40	49	37	46	36	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	167	39016	100	100	99	505	490	511	2	5	4	39	45	29	59	50	66	NA	NA	1
Male	55	167	40519	100	100	98	457	438	482	24	23	10	42	54	44	33	22	46	2	1	0
African American	18	73	4188	100	100	98	475	462	486	11	12	9	44	51	40	44	37	50	NA	NA	0
Hispanic	44	165	32855	100	100	99	493	460	481	9	17	10	41	49	43	50	34	47	NA	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	477	519	NC	12	4	NC	41	24	NC	47	70	NC	NA	2
American Indian/Alaskan Native	19	27	3992	100	100	96	454	461	478	21	15	10	42	48	46	37	37	44	NA	NA	0
White	25	52	36380	100	100	99	480	478	511	16	10	4	36	52	30	44	37	65	4	2	1
Students with Disabilities	19	44	10664	100	100	94	397	402	440	53	43	23	37	45	54	11	11	22	NA	NA	1
Students without Disabilities	90	290	68947	100	100	100	496	473	504	4	10	4	41	50	34	53	40	61	1	0	1
Limited English Proficient Students	NC	48	10362	NC	100	97	NC	411	438	NC	33	22	NC	56	57	NC	10	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	67	239	37626	100	100	98	479	461	479	13	15	10	43	51	45	43	34	45	NA	NA	0
Non-Economically Disadvantaged	42	95	41985	100	100	100	485	473	511	12	12	4	36	46	30	50	41	65	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	359	79327	100	100	98	481	486	518	43	35	19	23	24	20	29	37	46	5	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	173	38961	100	100	98	489	491	520	35	28	16	28	22	20	30	46	48	7	4	16
Male	61	183	40295	100	100	97	474	482	516	51	40	21	18	27	19	28	30	44	3	3	16
African American	25	72	4247	100	100	98	476	472	499	48	44	27	20	24	24	28	31	41	4	1	8
Hispanic	36	186	32327	100	99	98	487	491	499	36	30	27	25	26	25	33	40	41	6	4	8
Asian/Pacific Islander	NC	11	1939	NC	100	99	NC	526	556	NC	18	6	NC	18	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	33	34	4391	100	100	96	467	468	489	61	59	32	15	18	27	21	21	36	3	3	4
White	17	52	36373	100	100	98	487	492	538	24	25	10	35	25	14	41	48	52	NA	2	25
Students with Disabilities	19	49	9321	100	100	87	422	436	467	100	90	54	NA	4	22	NA	6	21	NA	NA	3
Students without Disabilities	96	310	70006	100	100	100	492	494	524	32	26	14	27	27	19	34	42	49	6	4	18
Limited English Proficient Students	NC	60	9431	NC	98	95	NC	463	466	NC	53	53	NC	30	27	NC	17	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	83	271	37097	100	99	97	473	483	498	53	37	27	20	24	25	22	35	41	5	4	7
Non-Economically Disadvantaged	32	88	42230	100	100	99	504	494	535	19	27	11	28	25	15	47	44	50	6	3	24

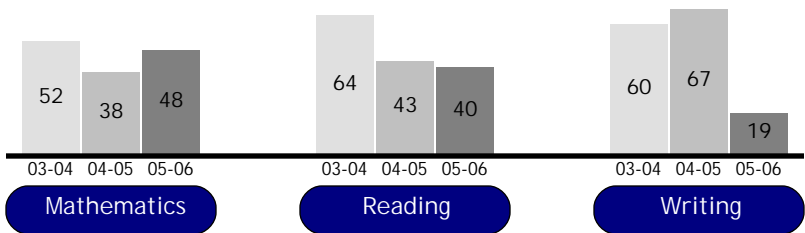
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	359	79501	100	100	98	473	471	497	19	19	10	39	40	25	41	40	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	173	39062	100	100	99	481	477	502	17	17	8	33	34	23	48	49	64	2	1	5
Male	61	183	40368	100	100	98	467	466	491	21	22	13	44	45	27	34	33	57	NA	1	3
African American	25	72	4279	100	100	99	469	468	485	24	26	14	44	36	30	28	36	54	4	1	2
Hispanic	36	186	32389	100	99	98	478	472	478	8	16	16	42	41	34	50	42	48	NA	1	1
Asian/Pacific Islander	NC	11	1936	NC	100	99	NC	485	519	NC	9	3	NC	36	14	NC	55	73	NC	NA	9
American Indian/Alaskan Native	33	34	4401	100	100	96	464	461	473	30	32	17	39	38	40	30	29	43	NA	NA	1
White	17	52	36446	100	100	99	484	482	516	12	13	4	35	40	15	53	46	73	NA	NA	7
Students with Disabilities	19	49	9411	100	100	88	421	429	453	74	67	36	26	29	36	NA	4	26	NA	NA	1
Students without Disabilities	96	310	70090	100	100	100	483	478	502	8	12	7	42	42	24	49	46	65	1	1	5
Limited English Proficient Students	NC	60	9401	NC	98	94	NC	442	443	NC	35	40	NC	57	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	83	271	37183	100	99	97	466	468	479	24	21	16	42	42	34	33	36	49	1	1	1
Non-Economically Disadvantaged	32	88	42318	100	100	99	492	483	513	6	15	5	31	33	17	63	52	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	356	80000	100	100	99	529	533	564	1	2	3	31	24	11	64	70	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	173	39288	100	100	99	549	550	579	2	2	2	19	16	6	72	77	77	7	5	16
Male	59	180	40644	98	98	98	511	517	549	NA	2	4	42	31	15	56	65	74	2	2	7
African American	24	71	4307	100	100	99	517	527	551	NA	3	4	46	28	13	46	65	75	8	4	7
Hispanic	35	185	32672	97	99	99	543	535	548	NA	2	4	17	21	14	83	75	76	NA	2	6
Asian/Pacific Islander	NC	11	1945	NC	100	99	NC	558	592	NC	NA	1	NC	9	4	NC	82	69	NC	9	25
American Indian/Alaskan Native	33	34	4424	100	100	97	520	520	549	3	3	3	33	32	14	58	59	77	6	6	5
White	17	51	36602	100	98	99	518	537	579	NA	NA	2	41	27	7	59	69	75	NA	4	16
Students with Disabilities	19	48	9919	100	98	93	436	467	505	5	4	9	95	77	35	NA	19	54	NA	NA	2
Students without Disabilities	94	308	70081	100	100	100	547	543	571	NA	2	2	18	16	7	77	78	79	5	4	12
Limited English Proficient Students	NC	60	9571	NC	98	96	NC	497	502	NC	5	10	NC	45	29	NC	50	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	83	270	37534	100	99	98	521	529	547	1	3	4	37	26	15	57	68	76	5	3	5
Non-Economically Disadvantaged	30	86	42466	100	100	100	551	544	578	NA	1	2	13	17	7	83	77	75	3	5	16

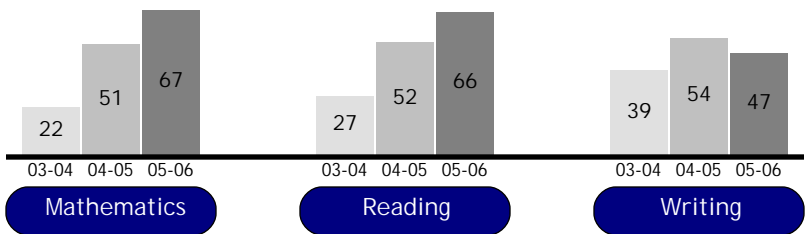
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	45	NA	58	93	39	38	47	96	41	32	46
	Language	100	33	30	50	93	44	43	47	96	48	34	48
	Mathematics	100	59	50	64	94	46	43	50	96	44	39	52
3	Reading	100	43	NA	55	99	29	30	44	97	28	25	46
	Language	100	47	46	61	99	35	33	44	97	34	28	46
	Mathematics	100	52	50	61	97	35	37	51	97	30	32	52
4	Reading	98	34	NA	56	100	45	38	48	99	35	34	52
	Language	100	30	31	52	100	46	40	49	99	34	32	52
	Mathematics	98	37	37	61	100	48	45	53	99	37	37	58
5	Reading	95	38	NA	55	98	42	35	50	97	46	39	56
	Language	96	27	25	49	98	40	36	50	98	41	37	54
	Mathematics	99	39	34	63	98	38	35	49	98	48	37	52
6	Reading	100	41	NA	56	97	37	38	51	100	41	37	56
	Language	100	32	33	48	97	32	34	47	100	28	30	50
	Mathematics	100	50	49	66	96	34	39	52	100	30	32	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Laveen Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Home/School Relations
- Ü Supplemental Material Selection
- Ü Prop 301 Proposal
- Ü School Health & Safety Issues
- Ü Parent Education and Enrichment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	0	0
4 to 6 years	6	0	0	0
7 to 9 years	6	1	0	0
10 or more years	9	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Athletic Fields
- Ü Library
- Ü Art /Media Room

Extracurricular Activities

- Ü Student Council
- Ü Tutoring
- Ü Intramural Sports
- Ü Academic Enrichment
- Ü Instrumental Band
- Ü Afterschool Fitness Training

Social Services

- Ü STARS/DARE Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Native American Club

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Laveen School District was the first public school district in the state to institute a mandatory uniform policy for all students. It is now easy to spot who belongs on the campus. This has made our campus a safer place for our students.
- ü We have a full computer lab and additional computers in each classroom. This has been a combined effort on the part of both the school and the community.
- ü Laveen School was awarded a grant which provides for a full time Art/Media teacher. The grant also provided funds for the purchase of a video camera, laptop, and state-of-the-art classroom equipment and materials.
- ü The Laveen School District earned the AYP designation. Laveen School earned a Performing School and AYP labels.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

As participants in the Arizona Behavioral Initiative we are implementing revisions in our behavior practices that are having a positive impact on the school environment. We have a full time RN on staff, we provide a dental service mobile on campus, and BCBS Wellness Screening twice a year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Jessica Webb	(602) 237-9110
Transportation Policy	John Fletcher	(602) 237-9108
Community Resources	Eileen Pasini	(602) 237-9110
School Nutrition Programs	Cathryn Getz	(602) 237-9100
Parent Organization		
Student Health/Nurse		(602) 237-9110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.